



TEXAS  
JUVENILE★JUSTICE  
DEPARTMENT

TRANSFORMING YOUNG LIVES AND CREATING SAFER COMMUNITIES

# Outcome Evaluation

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# What We've Learned So Far

## #1 Defining a program and what works

- Program theory
- Effective approaches

## #2 Risk, Needs, Responsivity, Target Population

- Risk-needs-responsivity model
- Identifying the target population

## #3 Problem Statement, Goal, Outcomes

- Using data to identify problems
- Defining “SMART” Outcomes

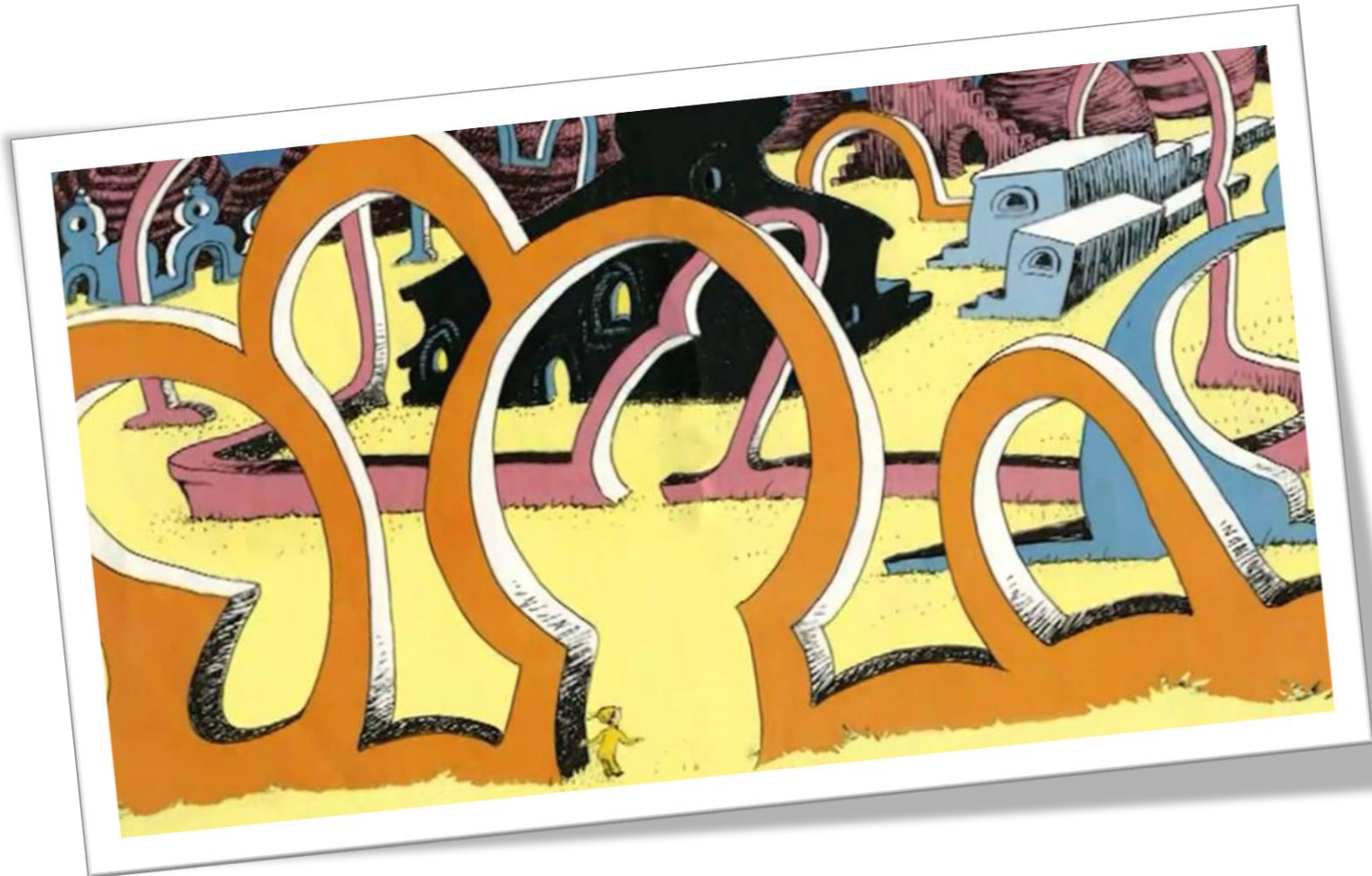
## #4 Activities, Program Fidelity, Outputs

- Activities measured by outputs
- Fidelity contributes to success

## #5 Process Evaluation

- Program Implementation
- Identify why a program succeeds or fails

# Oh the Places You'll Go!



# Why Outcome Evaluation?

- What works
- What does not work
- Efficient use of resources
- Share the knowledge

# Definitions

## **Outcome**

*The indicator or measure of goal achievement.*

## **Outcome Evaluation**

*Assessment of a program's effect on the condition intended to produce change.*

**Problem Statement:** Youth on probation supervision have a violent re-offense rate of 30% demonstrating a need for a cognitive behavioral intervention program that addresses youth who experience difficulties with interpersonal relationships and prosocial behavior

**Goal:** To reduce recidivism by modifying the anti-social behavior of chronically aggressive youth through skill streaming, anger control and moral reasoning training

**Target Population:**

- Ages 12-17
- Youth on probation
- Identified as chronically aggressive through relevant assessments
- Identified as accepting of anti-social behavior through relevant assessments

**Resources:**

- ART-trained group facilitators
- Assessment personnel (e.g. trained probation officers or case managers)
- Program materials
- Space for groups of 8-12 youth to meet
- Evaluation checklist
- Budget

**Activities:**

- 30 one-hour program sessions delivered 3 times per week over 10 weeks (1 hr. per component)
  - 10 one-hour sessions, delivered 1 time per week over 10 weeks on Structured Learning Training:
    - Modeling
    - Role playing
    - Performance feedback
    - Transfer training
  - 10 one-hour sessions, delivered 1 time per week over 10 weeks on Anger Control Training:
    - Identifying triggers/cues
    - Using reminders/reducers
    - Self-evaluation
  - 10 one-hour sessions, delivered 1 time per week over 10 weeks on Moral Reasoning:
    - Moral dilemma exposure

**Outputs:**

- Participants will attend at least # of the 30 program sessions
- # of Structured Learning Trainings given and attendance rate
- # of Anger Control Trainings given and attendance rate
- # of Moral Reasoning sessions given and attendance rate

**Outcomes:**

- At least XX% of participants will abstain from recidivating within 18 months of the date of program completion
- At least XX% of participants will have significant improvements in parent- and teacher-reported scores on the Social Skills Rating System (SSRS)
- At least XX% of participants will have significant improvements on parent-reported scores on the Child and Adolescent Disruptive Behavior Inventory 2.3 (CADBI)
- At least XX% of participants will report significant improvement on the HIT instrument

**Date Created/Modified:**

# SMART Outcomes

**S**pecific

**M**easurable

**A**chievable

**R**ealistic

**T**ime Specific



# Short- and Medium-Term Outcomes

## Short-Term

- **Successful program completion**

## Medium-Term

- **Reduction in school disciplinary referrals**

- **Immediate Outcomes**
- **Program Impact**
- **Informative**
- **Easier to Measure**

# Long-Term Outcomes



Long-Term

- Recidivism

- **Difficult to measure**
- **Practical Importance**

# Be Informed

**Existing Programs**

**Existing Evaluations**

**Related Topics**

**Underlying Theories**

# Considerations

**Purpose**

**Stakeholders**

**Expectations**

# Outcome Evaluation Matrix

<b>Program Name:</b> Aggression Replacement Training <b>Outcome Evaluation Begin Date:</b> 9/1/2017 <b>Outcome Evaluation End Date:</b> <b>Evaluation Team Memebers:</b> Cyndy Glenn Jocelyn					
	Outcome #1	Outcome #2	Outcome #3	Outcome #4	
<b>Evaluation Process Component</b>	At least XX% of participants will abstain from recidivating within 18 months of the date of program completion	At least XX% of participants will have significant improvements in parent- and teacher-reported scores on the Social Skills Rating System (SSRS)	At least XX% of participants will have significant improvements on parent-reported scores on the Child and Adolescent Disruptive Behavior Inventory 2.3 (CADBI)	At least XX% of participants will report significant improvement on the HIT instrument	
<b>Assigned Evaluator(s) (Who)</b>	Cyndy	Glenn	Jocelyn	Jocelyn	
<b>Date Source(s) (What)</b>	TJJD Program Recidivism	Pre- and Post-Test	Pre- and Post-Test	Pre- and Post-Test	
<b>Methodology (How)</b>	TJJD Program Recidivism	Pre- and Post-Test Measure	Pre- and Post-Test Measure	Pre- and Post-Test Measure	
<b>Evaluation Timeline (When)</b>	5/15/2019	11/15/2017	11/15/2017	11/15/2017	

\*Program Cohort End Date - 10/1/17

# Methodology

- Sample Size
- Comparison Group
- Matching
- Standardize measurement
  - Replicable
  - Valid
- Measurement Tools

# Measurements

- Measurements often describe change or comparison
  - Youth in program recidivated less than youth not in program
  - Youth in program received fewer school disciplinary referrals than youth not in program
  - Youth self-reported a decrease in adherence to anti-social attitudes compared to when they began the program

# Measurement Tools

Observations

Interviews

Questionnaires

Standardized Tests

Records

Historical Data

# Measurement Tools

## Observations

*Observing activity with minimal or no interference.*

## Interviews

*Face to face conversations designed to gather information.*

## Questionnaires

*Collection of written questions intended to gather data.*

# Measurement Tools

## **Standardized Tests**

*Tests that ask the same questions of all participants and are scored the same way.*

## **Records**

*Electronic or paper documents.*

## **Historical Data**

*Data or analysis already gathered.*

# Pre-Test Post-Test Measure

<b>Program Name:</b>		<b>ART - Social Skills Rating System</b>						
<b>Evaluator(s) Name:</b>		<b>Glenn</b>						
<b>PID</b>	<b>Last Name</b>	<b>First Name</b>	<b>Program (or test)</b>	<b>Cohort</b>	<b>Pre-Test</b>	<b>Post-Test</b>	<b>Change</b>	<b>Direction</b>
1234567	Test	Johnny			40	35	-5	Decrease
7654321	Smith	Jane			35	20	-15	Decrease
6359001	Johnson	Lance			45	50	5	Increase
9512863	Pavarotti	Katie			73	73	0	Increase
5692823	Jackson	Kling			59	63	4	Increase

# Perceived Outcomes

- Perceived outcomes are helpful before outcome data are available
- Ask participants:
  - How the program affected their behavior
  - Challenges they experienced with program participation
  - Challenges they experienced to program success

# Additional Resources

Program*	N	Re Offend in One Year	1 yr Re-Offense Rate**	Average # of Prior Referrals	Prior Violent/Assaultive Referral	Prior VOP	Majority Offense Type***
Program Name	Cohort Total	# Reoffending within one year	% Re-offending	Cohort average prior referrals	% with prior violent or assaultive offense	% with prior VOP	Cohort majority offense type

Program*	N	1 yr Re-Offense Assaultive	1 yr Re-Offense Drug	1 yr Re-Offense Property	1 yr Re-Offense Other**
Program Name	Cohort Total	% re-offending with assaultive offense	% re-offending with drug-related offense	% re-offending with property-related offense	% re-offending with other delinquent offense

# Analysis Considerations

Simple vs. Complex

Analysis Tools

Diversity of measures

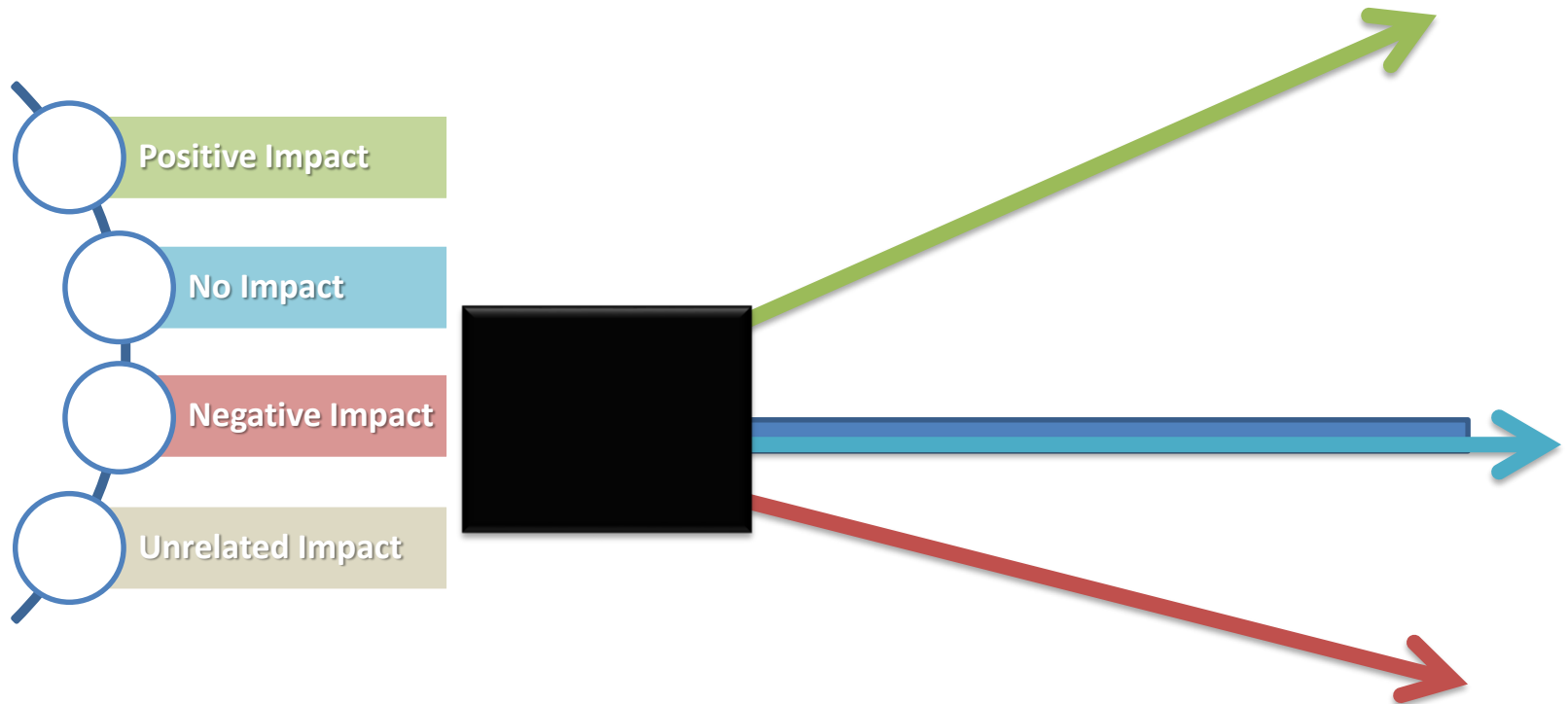
Expected change

Subgroups

# Evaluation Outcome Tracker

Program Name:		ART						
Outcome Evaluation Begin Date:		9/1/22017						
Evaluation Team Members:		Cyndy Glenn Jocelyn						
Outcome	Cohort	Data Source	Measurement Method	Evaluation Completion Date*	Evaluator(s)	Barriers/Challenges	Result	Comments
1. ART - At least 75% of participants will have significant improvements in parent- and teacher-reported scores on the Social Skills Rating System (SSRS)	Cohort 1	Pre-Test Post-Test	Measurement Tool	11/20/2017	Glenn	Small cohort size coupled with less data than anticipated makes it difficult to determine potential impact	Minimal Change	Will work to seek additional appropriate referrals to program. Will work to gather additional, more promising data such as satisfactory surveys or perceived outcomes.
2								
3								
4								
5								
6								
7								
8								
9								
10								

# Impact



# Example 1

## Parents Anonymous

**Goal:** Strengthen families to reduce child maltreatment.

**Activity:** Support Groups co-led by professionally Trained facilitator and trained parent.

### Methodology:

3 Structured interviews

Developed using published scales

1<sup>st</sup> – As quickly as possible after initial meeting

2<sup>nd</sup> – One month after the first interview

3<sup>rd</sup> – Six months after the first interview

	Short Term (1 month)	Long Term (6 months)
<b>Child Maltreatment Outcomes</b>		
Parenting Distress	✓	✓
Parenting Rigidity	✓	✓
Psychological Aggression	✓	✓
Physical Aggression	+	+
<b>Risk Factors</b>		
Life Stress	✓	✓
Parental Stress	+	+
Intimate Partner Emotional Violence	+	✓
Intimate Partner Physical Violence	+	+
Alcohol Abuse	✓	✓
Drug Abuse	+	✓
<b>Protective Factors</b>		
Quality of Life	✓	+
Social Support – Emot & Instrum	+	+
Social Support – General	+	+
Parenting Sense of Competence	--	--
Nonviolent Discipline Tactics	--	--
Family Functioning	--	--

# The Take Away

- Fidelity
- Trained Staff
- Reliable and Validated Scales
- Process Evaluation

# Example 2

## Juvenile Drug Courts

*Ineffective*



- ☐ Ada County, Idaho
- ☐ Clackamas County, Oregon
- ☐ Lucas County, Ohio
- ☐ Medina County, Ohio
- ☐ Rhode Island
- ☐ San Diego County, California
- ☐ Santa Clara County California

*Effective*



- ☐ Lane County, Oregon
- ☐ Jefferson County, Ohio

# Highly Effective

## FINDINGS – PHOENIX PROGRAM

<b>CPC-DC: RA SECTIONS</b>	<b>SCORE</b>	<b>RATING</b>
Leadership, Staff, and Support	78.6%	Highly Effective
Quality Assurance	25.0%	Ineffective
Offender Assessment	75.0%	Highly Effective
Treatment	75.0%	Highly Effective
Overall Capacity	66.7%	Highly Effective
Overall Content	75.0%	Highly Effective
Overall Score	72.0%	Highly Effective

# The Take Away

- Fidelity
- Sufficient Funding
- Appropriate Staff
- Dynamic Risk Factor Focus
- Cognitive-Behavioral Approaches

# Ineffective

## FINDINGS – DRUG COURT

<b>CPC-DC SECTIONS</b>	<b>SCORE</b>	<b>RATING</b>
Development, Coordination, Staff and Support	77.8%	Highly Effective
Quality Assurance	0.0%	Ineffective
Offender Assessment	33.3%	Ineffective
Treatment	50.0%	Needs Improvement
Overall Capacity	43.8%	Ineffective
Overall Content	44.4%	Ineffective
Overall Score	44.2%	Ineffective

# The Take Away

- Youth Responsivity
- Target Population
- Mix of Treatment Modalities
- Evaluation and Review

# Learning from Outcomes

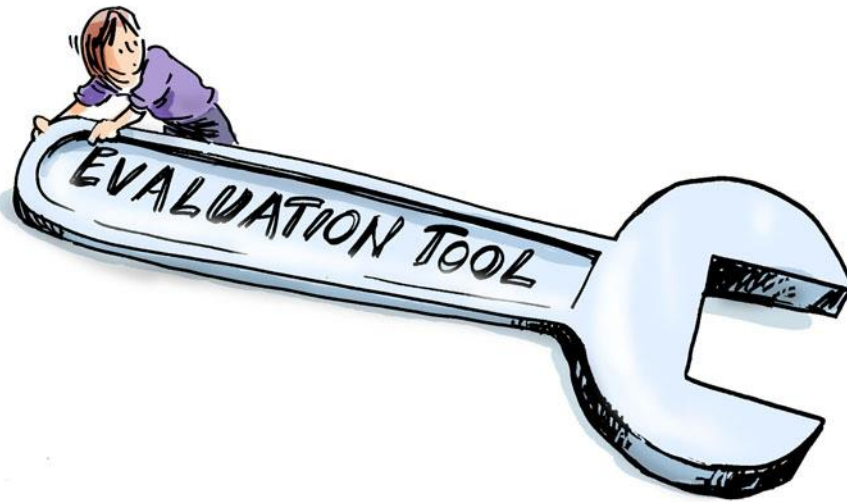
- Do our **short-term outcomes** (successful completion) lead to **long-term success** (reduced recidivism)?
- Do those successfully completing the program differ significantly than those who are unsuccessful?
- Who is recidivating and with what offenses?
- Within what time-period is the recidivism occurring?

# Evaluation Cycle



Health-genderviolence.org

# Any Questions?



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# Evaluation Resources

- Standardized Program Evaluation Protocol (SPEP)
  - Provider services compared to effective programs
  - Characteristics (service type, dosage, quality, risk)
  - <http://www.episcenter.psu.edu/juvenile/spep>
- Evidence-Based Correctional Program Checklist
  - Capacity (leadership, staff, quality assurance)
  - Content (risk, need, responsivity, treatment principles)
  - [https://www.uc.edu/corrections/services/program\\_evaluation.html](https://www.uc.edu/corrections/services/program_evaluation.html)

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